



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12031511
SAU: MSAD 09
School: Weld Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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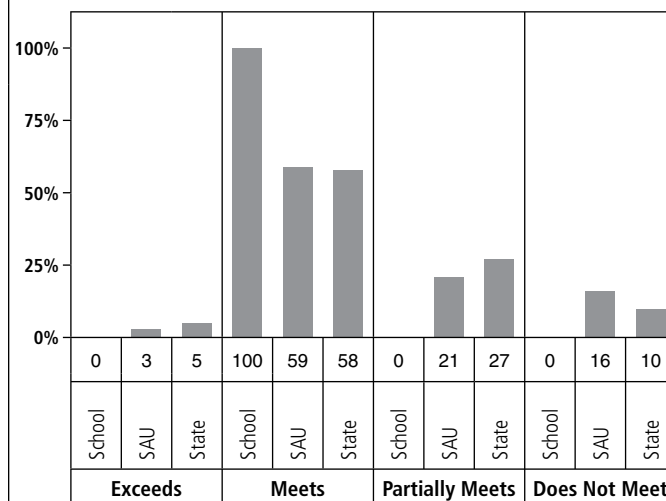
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 09
School: Weld Elementary School

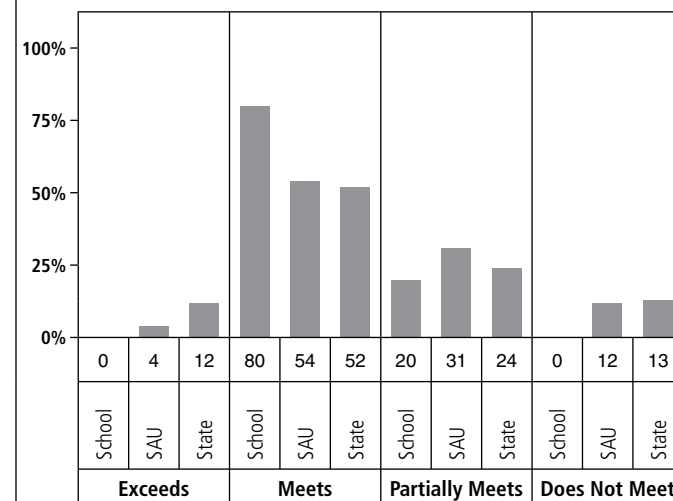
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading 2005–2006 2006–2007 2007–2008 Cum. Avg.*	547	544 544 544	544 544 545 544
Mathematics 2005–2006 2006–2007 2007–2008 Cum. Avg.*	545	537 544 543 541	543 546 546 545
ELA – Writing 2005–2006 2006–2007 2007–2008 Cum. Avg.*	546	542 536	541 538

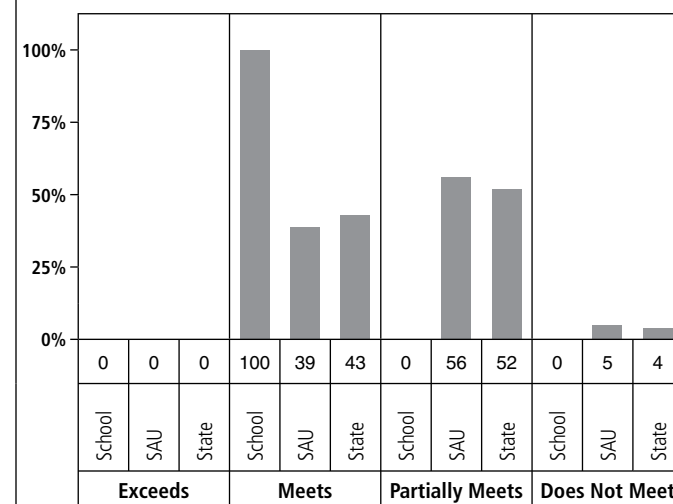
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: MSAD 09
 School: Weld Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	5	100	181	100	14240	100	5	100	180	100	14157	100	5	100	180	100	14156	100					5	100
Ethnicity African American/Black	0	0	1	1	404	3	0	0	1	100	396	98	0	0	1	100	398	99					0	0
American Indian or Native Alaskan	0	0	1	1	118	1	0	0	1	100	118	100	0	0	1	100	118	100					0	0
Asian or Pacific Islander	0	0	2	1	201	1	0	0	2	100	199	99	0	0	2	100	199	99					0	0
Hispanic	0	0	1	1	178	1	0	0	1	100	170	97	0	0	1	100	174	99					0	0
Caucasian/White	5	100	176	97	13339	94	5	100	175	100	13274	100	5	100	175	100	13267	100					5	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Identified disability	0	0	29	16	2555	18	0	0	29	100	2528	99	0	0	29	100	2526	99					0	0
Current LEP	0	0	1	1	337	2	0	0	1	100	328	97	0	0	1	100	334	99					0	0
Economically disadvantaged	3	60	94	52	5574	39	3	100	94	100	5528	99	3	100	94	100	5531	99					3	100
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	5	100	126	70	11042	78	5	100	126	70	11006	77							5	100	126	70	11127	78
Identified disability (PET/IEP)	0	0	1	1	396	4	0	0	1	1	404	4							0	0	1	1	447	4
LEP	0	0	1	1	144	1	0	0	1	1	141	1							0	0	1	1	147	1
504 plan	0	0	1	1	134	1	0	0	1	1	133	1							0	0	1	1	136	1
Participation with accommodations	0	0	54	30	2974	21	0	0	54	30	3014	21							0	0	54	30	2845	20
Identified disability (PET/IEP)	0	0	28	52	1996	67	0	0	28	52	1986	66							0	0	28	52	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	1	2	76	3	0	0	1	2	77	3							0	0	1	2	74	3
Other	0	0	25	46	766	26	0	0	25	46	801	27							0	0	25	46	710	25
Participation through alternate assessment (PAAP)	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	1	1	19	0	0	0	1	1	23	0							0	0	1	1	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							0	0	0	0	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 09
School: Weld Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006			7	4	721	5
	2006-2007			13	7	702	5
	2007-2008	0	0	6	3	659	5
	Cum. Total*			26	5	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006			90	54	7571	53
	2006-2007			85	48	7730	55
	2007-2008	5	100	107	59	8195	58
	Cum. Total*			282	54	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006			55	33	4343	30
	2006-2007			57	32	4182	30
	2007-2008	0	0	38	21	3800	27
	Cum. Total*			150	29	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006			15	9	1628	11
	2006-2007			23	13	1419	10
	2007-2008	0	0	29	16	1362	10
	Cum. Total*			67	13	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	31.8	66.3	28.4	59.2	29.2	60.8
Literary Text	24	50	16.2	67.5	14.6	60.8	15.0	62.5
Informational Text	24	50	15.6	65.0	13.8	57.5	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 09
 School: Weld Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	5	0	0	5	100	0	0	0	0	547	180	3	59	21	16	544	14016	5	58	27	10	545
Ethnicity																						
African American/Black	0										1						388	1	39	34	26	538
American Indian or Native Alaskan	0										1						116	0	44	45	11	541
Asian or Pacific Islander	0										2						197	5	64	23	8	546
Hispanic	0										1						167	2	47	37	14	542
Caucasian/White	5	0	0	5	100	0	0	0	0	547	175	3	59	22	15	544	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	0										29	0	31	24	45	534	2392	0	26	42	31	536
No	5	0	0	5	100	0	0	0	0	547	151	4	65	21	11	546	11624	6	65	24	5	547
Current LEP																						
Yes	0										1						319	1	36	34	29	537
No	5	0	0	5	100	0	0	0	0	547	179	3	60	21	16	544	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	3										94	2	54	27	17	542	5454	2	48	35	15	541
No	2										86	5	65	15	15	545	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	5	0	0	5	100	0	0	0	0	547	180	3	59	21	16	544	14011	5	58	27	10	545
Gender																						
Female	3										91	3	62	19	16	544	6766	7	62	24	8	546
Male	2										89	3	57	24	16	544	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										9	0	33	56	11	540	1751	1	35	44	21	538
No	4										171	4	61	19	16	544	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										1						464	27	71	2	1	557
No	5	0	0	5	100	0	0	0	0	547	179	3	60	21	16	544	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: MSAD 09

School: Weld Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										6	0	40	40	20	541	5	2	42	34	22	540
B. less than one hour	80	0	0	4	100	0	0	0	0	547	66	5	62	19	14	545	66	5	60	27	9	545
C. one to two hours	20	0	0	1	100	0	0	0	0	546	26	0	61	24	15	543	26	5	61	26	8	546
D. more than two hours	0										3	0	40	0	60	536	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	60	0	0	3	100	0	0	0	0	548	27	4	63	16	16	544	31	7	63	23	7	547
B. They match some of what I have learned.	40	0	0	2	100	0	0	0	0	545	53	4	64	22	9	545	55	4	61	27	8	545
C. They match just a little of what I have learned.	0										12	0	45	23	32	540	11	2	42	37	19	540
D. There is no match.	0										7	0	38	31	31	537	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	40	0	0	2	100	0	0	0	0	548	23	10	64	14	12	548	30	10	68	16	6	549
B. good	60	0	0	3	100	0	0	0	0	546	57	2	64	25	9	544	53	3	59	29	9	544
C. fair	0										16	0	45	21	34	538	15	1	41	40	18	539
D. poor	0										3	0	33	0	67	534	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	20	0	0	1	100	0	0	0	0	544	21	3	53	14	31	542	17	3	45	32	19	541
B. about the same as my regular schoolwork	80	0	0	4	100	0	0	0	0	548	66	3	62	23	11	545	67	5	62	26	7	546
C. easier than my regular schoolwork	0										13	4	57	22	17	543	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	0										15	0	38	19	42	537	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	80	0	0	4	100	0	0	0	0	547	57	2	55	31	12	543	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	20	0	0	1	100	0	0	0	0	548	28	4	83	2	10	548	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	20	0	0	1	100	0	0	0	0	546	22	13	60	18	10	547	18	8	64	20	8	547
B. 20 minutes to an hour	80	0	0	4	100	0	0	0	0	547	48	1	60	22	16	543	56	5	62	25	7	546
C. less than 20 minutes	0										13	0	74	13	13	544	12	2	50	32	15	542
D. I rarely read at home.	0										16	0	48	28	24	541	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	0										24	0	66	17	17	543	26	3	51	32	14	542
B. six to ten pages	80	0	0	4	100	0	0	0	0	547	32	0	69	17	15	544	28	3	59	28	9	544
C. eleven or more pages	20	0	0	1	100	0	0	0	0	546	44	8	53	23	16	545	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										13	0	0	0	100	530						
B.	100	0	0	1	100	0	0	0	0	544	25	0	50	50	0	540						
C.	0										50	0	75	25	0	545						
D.	0										13	0	100	0	0	552						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 09
School: Weld Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0	0	3 20 7 30	2 11 4 6	1415 1711 1617 4743	10 12 12 11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	4	80	61 80 97 238	36 45 54 45	6503 6778 7284 20565	45 48 52 49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	1	20	52 53 55 160	31 30 31 30	3945 3884 3341 11170	28 28 24 26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006 2006-2007 2007-2008 Cum. Total*	0	0	52 26 21 99	31 15 12 19	2434 1683 1778 5895	17 12 13 14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.4	56.0	8.2	54.7	9.0	60.0
Cluster 2: Shape and Size	14	29	6.8	48.6	7.0	50.0	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	1.4	28.0	1.8	36.0	2.2	44.0
Cluster 4: Patterns	14	29	9.8	70.0	8.0	57.1	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 09
 School: Weld Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	5	0	0	4	80	1	20	0	0	545	180	4	54	31	12	543	14020	12	52	24	13	546
Ethnicity																						
African American/Black	0										1						392	5	33	32	31	537
American Indian or Native Alaskan	0										1						116	5	42	31	22	540
Asian or Pacific Islander	0										2						198	16	59	15	11	549
Hispanic	0										1						173	5	45	30	20	541
Caucasian/White	5	0	0	4	80	1	20	0	0	545	175	4	54	30	11	543	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	0										29	0	38	28	34	535	2390	2	29	34	35	534
No	5	0	0	4	80	1	20	0	0	545	151	5	57	31	7	545	11630	13	57	22	8	548
Current LEP																						
Yes	0										1						330	4	36	27	33	536
No	5	0	0	4	80	1	20	0	0	545	179	4	54	30	12	543	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	3										94	1	53	33	13	542	5461	5	46	30	19	541
No	2										86	7	55	28	10	544	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	5	0	0	4	80	1	20	0	0	545	180	4	54	31	12	543	14015	12	52	24	13	546
Gender																						
Female	3										91	2	54	30	14	542	6767	11	51	24	13	546
Male	2										89	6	54	31	9	544	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										9	0	44	56	0	540	1755	1	37	39	23	538
No	4										171	4	54	29	12	543	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										1						464	58	40	2	0	564
No	5	0	0	4	80	1	20	0	0	545	179	4	54	30	12	543	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 09
 School: Weld Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										6	0	40	60	0	541	5	6	39	29	25	539
B. less than one hour	80	0	0	3	75	1	25	0	0	544	66	6	53	30	12	544	66	12	52	24	12	546
C. one to two hours	20	0	0	1	100	0	0	0	0	550	26	0	61	30	9	542	26	12	55	23	11	547
D. more than two hours	0										3	0	60	0	40	536	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	40	0	0	2	100	0	0	0	0	549	37	5	66	25	5	547	38	16	56	19	8	549
B. They match some of what I have learned.	40	0	0	1	50	1	50	0	0	539	49	3	52	32	13	542	48	9	53	26	12	545
C. They match just a little of what I have learned.	20	0	0	1	100	0	0	0	0	550	9	6	38	38	19	540	10	6	37	32	24	539
D. There is no match.	0										5	0	22	44	33	534	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	60	0	0	3	100	0	0	0	0	549	38	9	57	21	13	546	31	24	54	14	8	552
B. good	20	0	0	1	100	0	0	0	0	542	42	1	59	28	11	543	47	8	55	25	12	545
C. fair	20	0	0	0	0	1	100	0	0	536	18	0	44	53	3	540	19	2	43	35	20	539
D. poor	0										3	0	20	40	40	533	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	40	0	0	2	100	0	0	0	0	546	22	5	42	29	24	539	18	5	42	30	22	540
B. about the same as my regular schoolwork	60	0	0	2	67	1	33	0	0	545	61	1	57	32	9	543	66	11	55	23	11	547
C. easier than my regular schoolwork	0										17	13	60	23	3	549	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	0										12	0	45	27	27	537	21	10	48	26	16	544
B. two or three days a week	60	0	0	3	100	0	0	0	0	549	31	5	56	31	7	545	36	13	54	23	10	547
C. two or three times each month	40	0	0	1	50	1	50	0	0	539	37	3	58	32	6	544	27	12	54	23	11	547
D. never or almost never	0										20	6	50	28	17	543	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	0										2	0	25	50	25	537	7	12	44	25	19	543
B. two or three days a week	60	0	0	2	67	1	33	0	0	545	28	6	49	35	10	543	30	13	53	23	11	547
C. two or three times each month	40	0	0	2	100	0	0	0	0	546	38	3	61	30	6	545	34	12	54	23	10	547
D. never or almost never	0										32	4	53	26	18	542	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	0										7	0	31	46	23	539	7	7	40	25	28	539
B. 30–45 minutes	0										34	2	43	41	15	540	31	7	49	29	15	543
C. 45–60 minutes	80	0	0	3	75	1	25	0	0	543	49	7	66	22	6	546	40	12	55	23	10	547
D. more than 60 minutes	20	0	0	1	100	0	0	0	0	554	9	0	63	19	19	543	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										13	0	0	100	0	532						
B.	100	0	0	0	0	1	100	0	0	536	25	0	0	100	0	533						
C.	0										50	0	25	75	0	538						
D.	0										13	0	100	0	0	554						

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 N = Number

ELA-WRITING RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 09
School: Weld Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0	0	30	20	26046	20
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	5	100	10471	5939	78446041	5643
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	0	0	62100	3556	53657330	3852
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	0	0	79	45	524555	44

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	13.2	66.0	10.1	50.5	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	6.6	55.0	5.3	44.2	5.6	46.7
Standard English Conventions (Standard F)	8	40	6.6	82.5	4.8	60.0	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 09
 School: Weld Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	5	0	0	5	100	0	0	0	0	546	180	0	39	56	5	536	13972	0	43	52	4	538
Ethnicity																						
African American/Black	0										1						382	0	31	57	11	534
American Indian or Native Alaskan	0										1						116	0	28	66	6	534
Asian or Pacific Islander	0										2						196	2	55	42	2	541
Hispanic	0										1						170	0	29	62	9	535
Caucasian/White	5	0	0	5	100	0	0	0	0	546	175	0	39	55	5	536	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	0										29	0	3	79	17	525	2372	0	12	72	16	529
No	5	0	0	5	100	0	0	0	0	546	151	0	46	51	3	538	11600	0	50	48	1	539
Current LEP																						
Yes	0										1						319	0	30	58	12	533
No	5	0	0	5	100	0	0	0	0	546	179	0	39	56	5	536	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	3										94	0	38	55	6	535	5435	0	32	61	7	535
No	2										86	0	41	56	3	536	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	5	0	0	5	100	0	0	0	0	546	180	0	39	56	5	536	13967	0	43	52	4	538
Gender																						
Female	3										91	0	49	49	1	538	6750	1	55	43	2	540
Male	2										89	0	29	62	9	533	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	1										9	0	22	56	22	530	1745	0	26	69	5	534
No	4										171	0	40	56	4	536	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										1						464	2	74	23	0	545
No	5	0	0	5	100	0	0	0	0	546	179	0	39	56	5	536	13508	0	42	53	4	537

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 09
School: Weld Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										6	0	20	80	0	533	5	0	29	57	14	533
B. less than one hour	80	0	0	4	100	0	0	0	0	548	66	0	41	57	3	537	66	0	44	52	3	538
C. one to two hours	20	0	0	1	100	0	0	0	0	542	26	0	43	46	11	535	26	0	45	52	3	538
D. more than two hours	0										3	0	20	80	0	532	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	0										22	0	59	36	5	540	25	1	54	42	3	540
B. good	100	0	0	5	100	0	0	0	0	546	54	0	43	56	1	537	50	0	46	51	3	538
C. fair	0										19	0	18	70	12	530	22	0	29	65	6	535
D. poor	0										5	0	11	78	11	529	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	40	0	0	2	100	0	0	0	0	544	14	0	20	68	12	530	14	0	33	56	10	535
B. about that same as my regular schoolwork	60	0	0	3	100	0	0	0	0	548	64	0	43	55	2	537	65	0	45	52	3	538
C. easier than my regular schoolwork	0										22	0	47	45	8	537	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										13	0	0	100	0	538						
B.	100	0	0	1	100	0	0	0	0	542	25	0	50	50	0	535						
C.	0										50	0	25	75	0	532						
D.	0										13	0	100	0	0	542						